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ABSTRACT

The functions of special education counselors were ranked in order of decreasing importance by educators in public schools throughout Texas. Questionnaires were mailed to 198 educators in 25 school districts; 79% of the subjects participated. Participating were 45 special education counselors, 19 directors of special education, 50 principals involved with special education counselors, and 43 experienced special education teachers. Median rankings and extension of the median tests (chi squares calculated) were used to evaluate the rankings. Overall general categories of counselor functions were ranked as follows: student counseling; student appraisal; consulting and counseling with parents; consulting with school staff members, and planning and development (both ranked as equally important); educational and occupational planning; public relations; and research and evaluation. (Author)

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COUNSELORS IN SPECIAL EDUCATION

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Professional literature dealing with the special education counselor is speculative, fragmentary, or nonexistant. Even though some articles discussed the counselor who dealt with specific groups of special education students, only a few studies and articles considered the overall special education counselor for all types of exceptionalities. Several other reviewers also have commented on the scarcity of actual research dealing with this new professional role. (Cormany, 1970; Wyne and Skjei, 1970; Island, 1969)

Special education students need special counseling. Their needs often cannot be met by the regular school counselor with little or no training in special education. The special education counselor must have special qualifications and abilities not found in every school counselor. (Johnson, 1967)

This study surveyed educators actually involved with the services of special education counselors in public schools. It secured the professional observations of many experienced educators who have dealt with special education students for a number of years.

METHODS

Subjects

This study involved special education counselors, directors of special education, principals of schools serviced by special education

counselors, and experienced special education teachers. It did not include part-time special education counselors, regular school counselors, superintendents, principals on campuses without the services of special education counselors, new (inexperienced) special education teachers, and regular classroom teachers. No private or parochial schools participated. Only public schools within the state of Texas were considered.

Seventy-nine percent (157 out of 198) of the subjects took part in the study: forty-five special education counselors, nineteen directors of special education, fifty principals, and forty-three special education teachers completed and returned their questionnaires. Twenty-five school districts from all over Texas participated in the study.

Materials

The questionnaire had eighty-eight functions of a special education counselor to be ranked. Those functions were organized under eight categories. Each of the categories were also ranked comparatively with each other.

A cover letter and a return envelope accompanied the questionnaire sent to each subject. Two 8 3/4 by 11 1/4 inch clasp manila envelopes were used, one for mailing the letter and questionnaire to the subject and one for returning the completed questionnaire.

Procedures

A questionnaire, explanatory letter, and return manila envelope were sent to each subject. Any subjects who delayed responding over three weeks received a follow-up letter, questionnaire, and return envelope.

Each returned questionnaire was registered and tallied. Each questionnaire item had a ranking table of its own. The four groups of subjects were divided into four columns. There were as many rows as there

were questionnaire items being ranked together.

The counselor functions (questionnaire items) were ranked in order of decreasing importance. Median rankings were determined by counting. A median was the midpoint of each group of rankings. For example, ranks of 1, 2, 5, 8, and 12 had a median of 5. Or consider 1, 2, 4, and 9; The median would be 3, which was the midpoint between 2 and 4. A median represented one type of average especially useful when the scores (rankings) did not have a normal (bell-shaped) distribution curve.

Each group of functions being ranked were tested for statistically significant differences of rankings by the four groups of rankers. For this test, the Extension of the Median Test was employed. This statistical test gave chi squares. The four-by-two contingency (chi square) tables each had three degrees of freedom. Significance levels were set at .05 and .01.

RESULTS

Table 1 presented the median rankings of the four groups of subjects concerning functions of the special education counselor. Each function was ranked in order of decreasing importance. A ranking of 2 indicated greater importance than a ranking of 5.

The findings of Table 1 were organized according to questionnaire items, rankings by the four groups of educators, and chi squares for Extension of the Median Tests. Code letters corresponded to the first letters of the names of the subjects: C--Counselors--Special Education Counselors, D--Directors--Directors of Special Education, P--Principals--Principals especially involved with the services of Special Education Counselors, and

T--Teachers--Experienced Special Education Teachers. Each counselor function was stated exactly as it appeared in the mailed questionnaires. The rankings were presented in tabular form along with the chi squares from the Extention of the Median Tests.

Discussion

Table 1 presented eight general categories of special education counselor functions and specific ranked functions under each general category. The four columns showed the average (median) rankings for each of the four groups of rankers (subjects). Similar rankings of a specific function by all four groups indicated similar rankings by most subjects; however, distinctly different rankings of the same counselor function usually suggested that the individual subjects in the four groups differed more widely in their rankings of the counselor function.

The rankings of the general counselor functions in Table 1 had fairly broken sequences (not in 1, 2, 3, 4, 5, 6, 7, and 8 order). The overall general categories of functions were ranked in order of decreasing order as follows: student counseling; student appraisal; consulting and counseling with parents; consulting with school staff members, and planning and development (both ranked equally important); educational and occupational planning; public relations; and research and evaluation. The four groups of rankers show significant differences only on research and evaluation, and on student counseling. Student counseling was rated less important by the principals, and research and evaluation ranked as less important by the counselors than by the other three groups of rankers.

TABLE 1

COMPARISON OF MEDIAN RANKINGS OF SPECIAL EDUCATION COUNSELOR FUNCTIONS

Questionnaire Item		Median Rankings[a]				
Number	Statement	C[b]	D[b]	P[b]	T[b]	Chi Squares[c]
1-3.	Planning and development	5	5	3	3	5.56
1.	Planning the special education guidance program.	1	2	1	1	3.05
2.	Implementing the planned special education guidance program.	2	1	2	2	6.64
3.	Developing materials for the special education guidance program.	3	3	3	2	0.00
4-15.	Student appraisal	2	3	2	2	2.52
4.	Serving as a member of the student appraisal team.	3	4	7	4	15.91**
5.	Coordinating the services of the student appraisal team members.	6	10	8	8	4.88
6.	Securing pertinent information about the child being appraised.	4	3	5	3	5.88
7.	Helping to develop educational prescriptions.	8	10	5	8	7.18
8.	Interpreting student appraisal results to parents.	5	3	6	5	10.13*
9.	Describing educational programming to the parents.	6	5	6	6	2.85
10.	Organizing and maintaining confidential files on special education students.	10	7	7	7	3.94
11.	Assisting in screening to identify exceptional students.	4	5	5	5	1.05

TABLE 1--Continued

Questionnaire Item		Median Ratings[a]				
Number	Statement	C[b]	D[b]	P[b]	T[b]	Chi Squares[c]
12.	Identifying students with special abilities, disabilities, or both.	4	6	2	4	7.17
13.	Administering the overall testing program for special education students.	10	10	5	8	10.94*
14.	Administering psychological tests to special education students and potential special education students.	7	9	5	6	5.61
15.	Interpreting test results and other pertinent information to students, parents, school staff members, and other professionals.	3	2	4	4	1.60
16-26.	Student Counseling	1	1	2	1	9.13*
16.	Counseling special education students individually.	1	1	1	1	1.04
17.	Counseling special education students in groups.	2	3	3	4	4.67
18.	Helping special education students overcome personal and social problems.	3	3	3	2	1.48
19.	Helping students understand and accept their abilities and limitations.	2	3	2	3	0.43
20.	Serving as a resource person for special education students.	5	5	5	6	2.54
21.	Facilitating the advancement of each student from one school level to the next.	7	6	6	6	2.57
22.	Teaching guidance classes for special education students.	7	8	7	7	6.06
23.	Showing and discussing guidance movies with special education students.	8	9	8	7	3.09

TABLE 1--Continued

Questionnaire Item		Median Rankings[a]				
Number	Statement	C[b]	D[b]	P[b]	T[b]	Chi Squares[c]
24.	Orienting new special education students.	7	5	6	7	3.15
25.	Sponsoring student organizations.	11	11	11	10	0.00
26.	Conducting play media (therapy) activities for students.	8	9	8	9	3.95
27-46.	Educational and occupational planning	5	4	5	5	2.06
27.	Informing students about special education services.	4	6	7	5	7.77
28.	Informing parents about special education services.	3	2	5	4	4.51
29.	Keeping the school staff informed about special education services.	4	6	5	4	2.04
30.	Making students and parents aware of available professional services in the community.	7	5	4	5	2.92
31.	Assisting in educational planning by special education students and their parents.	5	4	5	7	5.66
32.	Assisting in occupational planning by special education students and their parents.	8	5	6	8	5.59
33.	Assisting special education students in applying for further educational opportunities beyond high school.	9	11	8	9	2.11
34.	Securing outside sources of information about special education for other persons.	10	12	11	12	1.19
35.	Planning field trips for special education students.	17	18	16	18	9.39*
36.	Participating in curriculum planning for special education.	10	10	7	8	3.05

TABLE 1--Continued

Questionnaire Item		Median Rankings[a]				
Number	Statement	C[b]	D[b]	P[b]	T[b]	Chi Squares[c]
37.	Helping carry out the admission, review, and dismissal committee services for special education students.	3	4	8	6	3.52
38.	Helping the secondary level vocational adjustment counselor with special students.	10	12	11	8	4.11
39.	Cooperating and communicating with the vocational rehabilitation counselor.	11	11	12	10	2.19
40.	Transmitting information concerning special education students to employers.	15	15	14	12	3.15
41.	Trying to meet the needs of each special education student through proper classroom placement.	4	5	2	6	1.97
42.	Keeping school attendance records for special education students.	19	19	18	19	8.18*
43.	Sponsoring student clubs and organizations for special education students.	18	18	18	18	3.53
44.	Helping special education meet special needs through outside agencies.	13	10	10	11	2.66
45.	Sending student information to schools receiving transfers from the counselor's schools.	15	16	14	14	5.10
46.	Periodically reviewing the plan of study for each special education student in conjunction with teachers and administrators.	9	10	4	9	4.64
47-60.	Consulting and counseling with parents	3	3	4	3	3.24
47.	Interpreting special education services to the parents.	2	1	3	2	9.39*
48.	Helping parents develop realistic perceptions about their child.	2	2	2	1	9.00*

TABLE 1--Continued

Questionnaire Item		Median Rankings[a]				
Number	Statement	C[b]	D[b]	P[b]	T[b]	Chi Squares[c]
49.	Providing individual counseling for parents.	3	3	3	3	0.09
50.	Providing group counseling for parents.	4	6	5	6	4.42
51.	Giving specific suggestions for the home management of special education students.	6	5	5	5	4.32
52.	Giving parents educational, occupational, personal, and social information relevant to their child.	4	5	5	5	1.29
53.	Making special education students and their parents aware of outside services.	6	7	6	6	3.38
54.	Helping develop referral procedures for students.	7	9	8	7	7.09
55.	Helping students and parents accept referrals to outside agencies and professionals.	8	8	8	8	0.99
56.	Locating outside referral sources and maintaining cooperative relationships with them.	8	9	9	9	1.31
57.	Assisting in developing other agencies needed for special education referrals.	12	11	11	10	6.80
58.	Helping to improve the services of existing agencies.	12	13	12	11	2.82
59.	Combining school, home, and community resources.	8	8	10	9	3.48
60.	Aiding the implementation of recommendations from referral agencies and private professionals.	8	9	10	10	1.51
61-77.	Consulting with school staff members	4	5	4	3	2.25
61.	Interpreting special education to the school faculty and staff.	3	3	5	6	3.11

TABLE 1--Continued

Questionnaire Item		Median Rankings[a]				
Number	Statement	C[b]	D[b]	P[b]	T[b]	Chi Squares[c]
62.	Providing faculty members with information concerning special education.	4	6	6	5	3.49
63.	Informing faculty members about nonschool special services and professionals.	10	11	10	9	2.29
64.	Serving as a resource person for faculty members.	4	5	8	5	4.95
65.	Getting materials for special education students to the faculty members.	8	14	8	11	7.09
66.	Observing and evaluating special education student behavior.	4	5	6	5	4.21
67.	Sharing confidential information with faculty members.	14	13	11	11	3.33
68.	Helping teachers identify students with special needs or problems.	3	5	2	2	1.89
69.	Helping teachers provide guidance for their special education students.	6	3	4	3	7.30
70.	Offering teaching suggestions to teachers of special education students.	9	11	7	6	7.17
71.	Periodically conferring with school administrators concerning the special education students and programs.	7	8	8	8	1.78
72.	Conferring with referral agencies and private professionals.	10	9	13	10	9.92*
73.	Helping orient new special education faculty members.	11	10	9	11	1.46
74.	Counseling special education teachers with personal problems of their own.	15	15	15	15	.79
75.	Conducting group guidance for special education teachers with personal problems.	15	15	15	16	2.60
76.	Taking part in case conferences about special education students.	5	5	7	5	5.06

TABLE 1--Continued

Questionnaire Item		Median Rankings[a]				
Number	Statement	C[b]	D[b]	P[b]	T[b]	Chi Squares[c]
77.	Contributing to in-service training programs for both regular and special education teachers.	9	8	8	7	0.48
78-82.	Research and evaluation	8	7	7	7	9.13*
78.	Doing research in special education.	4	4	3	4	1.47
79.	Helping evaluate the schools' total special education guidance program.	1	1	1	1	4.17
80.	Helping evaluate the schools' total special education program.	2	2	2	2	1.33
81.	Determining the need for specific local research studies.	3	3	3	3	1.39
82.	Interpreting research findings to the school staff members.	3	4	4	4	5.34
83-88	Public relations	5	6	6	7	1.63
83.	Making home visits.	1	1	1	1	1.55
84.	Conducting various community studies relevant to special education.	3	4	2	3	3.47
85.	Speaking to the PTA and other community groups.	2	2	3	2	2.47
86.	Participating in programs (services) of community organizations.	3	3	3	3	1.70
87.	Helping develop radio and television programs about special education.	4	5	5	5	1.03
88.	Writing articles about special education for publication.	5	5	5	5	0.91

TABLE 1--Continued

Questionnaire Item		Median Rankings[a]				
Numbers	Statement	C[b]	D[b]	P[b]	T[b]	Chi Squares[c]
1-3.	Planning and development	5	5	3	3	5.56
4-15.	Student appraisal	2	3	2	2	2.52
16-26.	Student counseling	1	1	2	1	9.13*
27-46.	Educational and occupational planning	5	4	5	5	2.06
47-60.	Consulting and counseling with parents	3	3	4	3	3.24
61-77.	Consulting with school staff members	4	5	4	3	2.25
78-82	Research and evaluation	8	7	7	7	9.13*
83-88	Public relations	5	6	6	7	1.63

[a]Ranked in order of decreasing importance

[b]C--Special Education Counselors
D--Directors of Special Education
P--Principals Especially Involved with the Services of Special Education Counselors
T--Experienced Special Education Teachers

[c]Determined by the Extension of the Median Test

*p less than .05

**p less than .01

Even though the functions in the student appraisal category had only three functions ranked as significantly different, the rankings of this category did show many differences of rankings. Items 4, 8, and 13 showed these significant differences.

Many of the chi squares were not large enough to show statistically significant differences, but they were large enough to give some idea of the magnitude of the differences. One could consult any chi-square table to find the specific significance levels.

It could become quite burdensome to deal with a prolonged narration of all the many specifics of the table. This writer chose rather to point out a few findings and let the reader peruse those items of particular interest in the table. Rankings are easy to comprehend the full statistical meanings without extended explanations. The table lists the counselor functions in full detail. So the table should present few difficulties for the reader.

Student counseling showed more agreement between the groups than did the previous category. In fact, none of the specific functions elicited significant differences of opinions.

Educational and occupational planning displayed significant differences only on items 35 and 42. Principals seemed the least in favor of the special education counselors planning field trips for special education students, and the most in favor of the counselors keeping school attendance records for special education students.

Consulting and counseling with parents gave significant differences only on items 47 and 48. Directors of special education seemed the most eager for help in interpreting special education services to the parents. The teachers indicated the most enthusiasm for counselor help in guiding parents to realistic perceptions about their child.

With respect to the category on consulting with school staff members, the four groups of rankers disagreed significantly only on item 72. Principals gave the least support to the function of counselors conferring with referral agencies and private professionals. Directors of special education most favored this function for counselors.

The remainder of the specific functions showed no significant differences.

This writer declined to even begin to speculate on the motives of the four groups of raters concerning why they differed on specific functions of the special education counselor. The reader thus could freely do his own speculations, some seriously and some perhaps humorously.

CONCLUSIONS

Considerable information was presented in Table 1. It portrayed the relative importance attributed to different functions of the special education counselor. The categories and specific functions of the special education counselor were ranked in order of decreasing importance.

Those findings should prove instructive to special education counselors and others who assist exceptional children. Regular counselors may enjoy comparing what they do with what the full-time special education counselors in other schools have been doing.

The special education counselor has a distinct professional role. Not just any regular counselor can adequately fulfill this new position. Special education students have special counseling needs. They need special education counselors of their own.

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APPENDIX I

Functions of the Texas Special Education Counselor

Instructions

Within each of the clusters of functions for special education counselors, please select the function you consider the most important for the counselors in special education. Indicate the most important item (function) with a 1 (one) in the blank space to the left of the questionnaire item. Then select and mark the next most important item with a 2, the third most important one with a 3, and so on down to the least important item.

For instance, take the following very imaginary example.

____1. Running around in a circle.

____2. Throwing away paper.

____3. Talking with students.

You would probably decide that the counselor should mainly talk with students. Then you would probably prefer that a counselor throw away paper rather than run around in circles. So the items would be marked like this:

3 1. Running around in a circle.

2 2. Throwing away paper.

1 3. Taling with students.

Go through the questionnaire rather rapidly. Mark the first decision, rather than those that come to mind with furthur thought, since your first answer often comes closer to how you really feel. You can be quite candid, since there are no right or wrong answers. Simplify your choices by elimination.

When you have finished, please place the questionnaire in the enclosed envelope. Do not sign your name. The questionnaire results will be kept quite confidential, since this study deals with group information and does not consider individual findings.

Thank you for your professional cooperation. You will be informed about the findings of this study by personal reply.

Functions of the Texas Special Education Counselor

Remember to mark the most important function in each cluster (group) of functions with a 1 (one), the next most important function with a 2, and so on down to the least important function.

If you decide that two functions are equally important, give both of them the same rank. For example, say that you have decided that you cannot tell which of two items to rank second (2) and third in importance (3). Then mark both items (functions) as 2 and the fourth most important item as 4. Then your rankings would be 1, 2, 2, 4, and so fourth.

Work fairly rapidly. Mark the first opinion you form. Do answer (rank) all the items.

____1. Planning the special education guidance program.

____2. Implementing the planned special education program.

____3. Developing materials for the special education guidance program.

. . . . . .

(Rank each of the three above functions as to their importance in comparison with each of the other two items. When you have finished with the above first three functions, then go on to the next group of functions, items 4-15. Rank items 4-15 as to their relative importance. Do likewise with subsequent clusters of ratings. Each of the clusters (groups) are separated by a series of periods across the page like these:

. . . . . .

(Please remember to rank these items rapidly with the first choices that come to mind.)

____4. Serving as a member of the student appraisal team.

____5. Coordinating the services of the student appraisal team members.

____6. Securing pertinent information about the child being appraised.

____7. Helping to develop educational prescriptions.

____8. Interpreting student appraisal results to parents.

____9. Describing educational programming to the parents.

____10. Organizing and maintaining confidential files on special education students.

____11. Assisting in screening to identify exceptional children.

____12. Identifying students with special abilities, disabilities, or both.

____13. Administering the overall testing program for special education students.

____14. Administering psychological tests to special education students and to potential special education students.

____15. Interpreting test results and other pertinent information to students, parents, school staff members, and other professionals.

. . . . . .

(Remember that these periods indicate the end of a group of items.)

____16. Counseling special education students individually.

____17. Counseling special education students in groups.

____18. Helping special education students overcome personal and social problems.

____19. Helping students understand and accept their abilities and limitations.

____20. Serving as a resource person for special education students.

____21. Facilitating the advancement of each student from one school level to the next.

____22. Teaching guidance classes for special education students.

____23. Showing and discussing guidance movies with special education students.

____24. Orienting new special education students.

____25. Sponsoring student organizations.

____26. Conducting play media (therapy) activities for students.

. . . . . .

(Answer rapidly and do not get stuck on any items.)

____27. Informing students about special education services.

____28. Informing parents about special education services.

____29. Keeping the school staff informed about special education services.

____30. Making students and parents aware of available professional services in the community.

____31. Assisting in educational planning by special education students and their parents.

____32. Assisting in occupational planning by special education students and their parents.

____33. Assisting special education students in applying for further educational opportunities beyond high school.

____34. Securing outside sources of information about special education for other persons.

____35. Planning field trips for special education students.

____36. Participating in curriculum planning for special education.

____37. Helping carry out the Admission, Review, and Dismissal (ARD) Committee services for special education students.

____38. Helping the secondary level vocational adjustment counselor with special students.

____39. Cooperating and communicating with the vocational rehabilitation (voc. rehab.) counselor.

____40. Transmitting information concerning special education students to employers.

____41. Trying to meet the needs of each special education student through proper classroom placement.

____42. Keeping school attendance records for special education students.

____43. Sponsoring student clubs and organizations for special education students.

____44. Helping special education meet special needs through outside agencies.

____45. Sending student information to schools receiving transfers from the counselor's schools.

____46. Periodically reviewing the plan of study for each special education student in conjunction with teachers and administrators.

. . . . . .

____47. Interpreting special education services to the parents.

____48. Helping parents develop realistic perceptions about their child.

____49. Providing individual counseling for parents.

____50. Providing group counseling for parents.

____51. Giving specific suggestions for the home management of special education students.

____52. Giving parents educational, occupational, personal, and social information relevant to their child.

____53. Making special education students and their parents aware of outside services.

____54. Helping develop referral procedures for students.

____55. Helping students and parents accept referrals to outside agencies and professionals.

____56. Locating outside referral sources and maintaining cooperative relationships with them.

____57. Assisting in developing other agencies needed for special education referrals.

____58. Helping to improve the services of existing agencies.

____59. Combining school, home, and community resources.

____60. Aiding the implementation of recommendations from referral agencies and private professionals.

. . . . . .

___61. Interpreting special education to the school faculty and staff.

___62. Providing faculty members with information concerning special education.

___63. Informing faculty members about nonschool special services and professionals.

___64. Serving as a resource person for faculty members.

___65. Getting materials for special education students to the faculty members.

___66. Observing and evaluating special education student behavior.

___67. Sharing confidential information with faculty members.

___68. Helping teachers identify students with special needs or problems.

___69. Helping teachers provide guidance for their special education students.

___70. Offering teaching suggestions to teachers of special education students.

___71. Periodically conferring with school administrators concerning the special education students and programs.

___72. Conferring with referral agencies and private professionals.

___73. Helping orient new special education faculty members.

___74. Counseling special education teachers with personal problems of their own.

___75. Conducting group guidance for special education teachers with personal problems.

___76. Taking part in case conferences about special education students.

___77. Contributing to in-service training programs for both regular and special education teachers.

. . . . . .

____78. Doing research in special education.

____79. Helping evaluate the schools' total special education guidance program.

____80. Helping evaluate the schools' total special education program.

____81. Determining the need for specific local research studies.

____82. Interpreting research findings to the school staff members.

. . . . . .

____83. Making home visits.

____84. Conducting various community studies relevant to special education.

____85. Speaking to the PTA and other community groups.

____86. Participating in programs (services) of community organizations.

____87. Helping develop radio and television programs about special education.

____88. Writing articles about special education for publication.

. . . . . .

____89. Planning and development.

____90. Student appraisal.

____91. Student counseling.

____92. Educational and occupational planning.

____93. Consulting and counseling with parents.

____94. Consulting with school staff members.

____95. Research and evaluation.

____96. Public relations.

. . . . . .

Thank you for your cooperation. Please do rank all the items within each grouping. A few minutes of your time will give significant findings that may help educators across America.

APPENDIX II

P.O. Box 4402
Texas Tech University
Lubbock, Texas 79409
May 1, 1972

Dear

Thank you again for your professional cooperation with my doctoral dissertation. The dissertation has just been completed, and I shall receive my Doctor of Education (Ed.D.) degree on May 13 at Texas Tech University.

The Graduate Office at Texas Tech University is encouraging me to publish the findings of my doctoral dissertation in an educational journal. They believe that the findings will make a significant contribution to special education in the United States.

They also have recommended that I do a follow-up study concerning the relative importance of the different special education counselor functions. This information also could help advance the relatively new professional field of full-time special education counselor.

Please do take a few minutes to complete and return the enclosed questionnaire. I am very appreciative of your help. You will also receive the results of this study.

Thank you for your professional interest and help.

Yours sincerely,

William C. Doyle

William C. Doyle

APPENDIX III

P.O. Box 4402
Texas Tech University
Lubbock, Texas 79409
May 15, 1972

Dear

Two weeks ago you were sent a questionnaire concerning the relative importance of the functions of special education counselors in Texas. To date over sixty percent of the questionnaires have been returned. This is most encouraging.

However, it is urgent that I receive returns from all Texas special education counselors, their administrators, and special education teachers. I would especially like to have YOUR professional thoughts included in this important study. The findings may make a significant contribution to special education in America.

School soon will be out for the summer. So please take a few minutes to fill out the questionnaire today, and return it in the enclosed self-addressed envelope.

Thank you so very much for your professional cooperation. Have a happy summer.

Yours sincerely,
William C. Doyle
William C. Doyle